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ABSTRACT

The first half of this monograph deals with present attitudes towards Hispanic women and migrants, comparing stereotypes and facts about both groups, including population figures and other demographic data such as income level, family size, source(s) of income, maternal mortality, and morbibity rates. Self inventories on attitudes toward the groups follow each of these two sections. Highlighting pertinent aspects of the revised and extended program for vocational and bilingual education contained in the Education Ammendments of 1976, the remaining portion of the monograph is comprised of a question and answer section on the rationale underlying the concept of bilingual vocational education, an outline of fourteen components of bilingual vocational education, synopses of vocational programs in the Comprehensive Employment and Training Act (CETA), the state of Wisconsin Manpower Services, interagency programs provided for in the Vocational Education Title II Ammendments of 1977. Other legislation affecting the needs of Spanish speaking persons, notably Title IX and the Supreme Court's Lau decision and subsequent establishment by the Office of Education of a five-level continuum of English language proficiency, are summarized on the concluding pages. (MEK)

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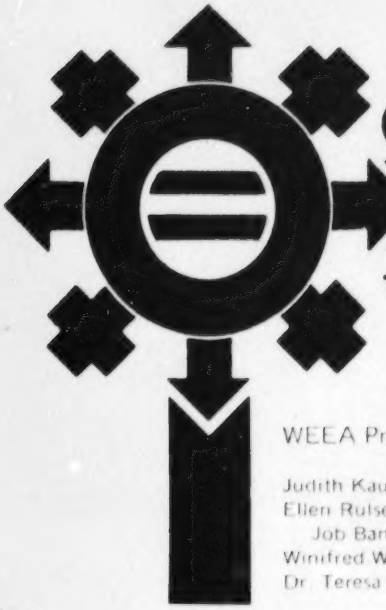

changing directions

women's educational equity act

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The Minority Women's Series
VOCATIONAL EDUCATION NEEDS OF HISPANIC WOMEN

Prepared by Dr. Teresa Olivares

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The Governor appoints the members of the State Advisory Board at the recommendation of mayors of cities, county board chairpersons, presidents of schools boards, unions (AFL, CIO), farmers, employers, teachers, etc.

We strongly urge that they acquaint themselves with this portion of the law:

** Sec. 105 (A) Any state which desires to participate in programs under this act for any fiscal year shall establish a State Advisory Council which shall be appointed by the Governor...

(2)...each State Advisory Council shall...include as members one or more individuals who --

(16) represent schools with large concentrations of persons who have special academic, social, economic, and cultural needs and of persons who have limited English-speaking ability.

(17)...including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination....

***To implement the National Priority Programs: From the amount alloted to each state under the Formula Grant Program, ten percent of the allotment is to be used to pay 50% of the cost of vocational programs for the handicapped, 20% to pay 50% of the cost of programs for the disadvantaged, for persons with limited English-speaking ability and for stipends for students with acute economic needs which cannot be met under other programs, and 15% to pay 50% of the cost of post-secondary vocational programs.

** Vocational Education Act, September 27, 1976, Congressional Record

*** Highlights...of the Vocational Education Section (Title II) of the Education Amendments of 1976 (P.L. 94-482, Dept. of Education, Div. of Vocational Education, Trenton, N.J.

INTRODUCTION

The vocational education needs of Hispanic women in America is an issue of only recent history but of immediate and long-range concern to Hispanic peoples' vocational education in this country.

With the enactment of the Educational Amendments of 1976, the Federal government has set forth a revised and extended program for vocational and bilingual education which can have great positive impact on the education of Hispanic women.

The key provision of this legislation for Hispanic women is the establishment of bilingual educational programs as part of vocational/occupational training. In bilingual education, Hispanic women may master the fundamental aspects of their subjects in Spanish and gradually progress in transferring their knowledge into English as they continue their coursework. The twin goals of mastery of vocational/occupational training and English are effected simultaneously (usually in less time than separate courses would require) and in a manner that is not destructive of the student's self esteem and cultural identity.

Other enlightened provisions of this legislation include: more precise guidelines for improved planning and accountability, the establishment of staffed programs to reduce sex-stereotyping, and monitoring for sex discrimination, community based state and local advisory councils, and increased financial aid, day-care, and supportive services for women.

This progressive and well funded legislation is both a culmination of and a companion to twenty years of civil rights legislation and the recent Women's Educational Equity Act of 1974. These laws in tandem, both legally and programmatically, open the way to equal and humane vocational educational opportunity for Hispanic women as well as all disadvantaged minorities in America.

But, as we know, even so well-intended a piece of legislation as these amendments can be undone through public misinformation, lackadaisical application, bureaucratic distortion, institutionalized attitudes and prejudicial stereotyping.

The importance of this legislation for vocational education institutions and organizations cannot be overestimated.

In addition to opening new sources of funding, more precise guidelines have been established to assist educators in planning and implementing more effective programs. Increased funding for the upgrading of both facilities and equipment is available to institutions which need such physical improvements in order to accommodate increased enrollment and the expanding vocational interests of women and minority students.

The new legislation places increased emphasis on women and Hispanic community participation in planning and review of programs. Educators should welcome the opportunity this dialogue will afford to enhance the scope and community support of their institutions and organizations.

Community outreach and liason and opportunity for growth of new curricular areas such as consumer education, promise to make vocational education both more relevant and attractive to local communities.

Expansion of faculty and staff, especially in the area of bilingual instruction, would seem to offer a stimulus to the entire vocational education program of any institution and will make for better, over-all utilization of vocational expertise and educational facilities.

Finally, with the emphasis on bilingual education as part of vocational education, vocational educators have been given the opportunity and the support for the development of programs, educational methods and materials that may have international appeal and application.

OUR ATTITUDES TOWARD HISPANIC WOMEN

Definition -- Allport[1] (1935) said, Attitude "is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." The mind stores information like a computer. Thus, attitudes are learned, and this learning begins at birth. Therefore, attitudes control our behavior, feelings, and outer personality.

According to Triadis[2] (1971), the components of attitude are: cognitive (the idea), affective (the emotion component), and behavior (the action component).

Psychologists agree that change may occur by altering one of the components. One way then, to change the attitude, is by the use of new information: Newspapers, television, films, etc. give us the cognitive information. New information can also be acquired through personal exposure or contact with people; this new information is related to the effective component of attitudes. We have, at one time or another, expressed a change in attitude by saying, "Now that I know him/her, I have changed my mind."

Stereotypic assumptions about people and occupations have, sometimes, unconsciously made their way into our minds; they give us a distorted perception of human capability and affect our relations with others. The most important decisions in our lives, such as choosing a career and occupation, were made on the image we had of ourselves in relation to the choices.

Stereotypes of Hispanic women add barriers to their advancement in vocational education. The Civil Rights Digest[3] refers to the "stereotyping" of Hispanic women as passive. It states:

> "This image has become an excuse to justify excluding her from full participation in the life of the United States. It reinforces the Anglo-American stereotype of the Latin woman as childlike, pampered, and irresponsible."

Vocational educators, interested in the elimination of barriers in order to equal the vocational opportunity for Hispanic women, must double their efforts to eliminate not only sex bias, but racial bias as well.

Stereotypes of Hispanic women commonly appear in textbooks used by prestigious institutions. Some of the most blatant ones follow. These sterotypes appear frequently in the textbooks for students of the Spanish language, or in publications designed to prepare vocational educators to deal with the educational and vocational needs of Hispanic Women.

[1]Allport, G. W., "Attitudes." In C. Murchison (Ed) Handbook of Social Psychology. Worcester: Clark University Press, 1935, 798-844

[2]Triadis, H. C., Attitude and Attitude Change. New York: John Wiley & Sons, Inc. 1971

[3]Puertoriquenas in the United States, The Impact of Double Discrimination, Spring, 1974

Sterotype:

Spanish women are not as emancipated as their North American counterparts...

According to the documents provided by the Department of Legal Affairs of the Orginization of American States, Latin American countries have long ago enacted equal right legislation with the exception of the United States.

INTER-AMERICAN CONVENTION ON THE GRANTING OF CIVIL RIGHTS TO WOMEN
Signed on May 2, 1948 at the Ninth International Conference of American States in Bogotá

"Article I - The American States agree to grant to women the same civil rights that men enjoy."

Signatory countries	Date of the Instrument of Ratification	Date of deposit of the Instrument of Ratification
Argentina	September 12, 1957	October 2, 1957
Bolivia		
Brazil	January 29, 1952	March 19, 1952
Colombia	May 18, 1959	June 3, 1959
Costa Rica	April 3, 1951	April 17, 1951
Cuba	June 2, 1949	July 18, 1949
Chile		
Ecuador	December 30, 1948	March 17, 1949
El Salvador	March 27, 1951	April 6, 1951
Guatemala	May 17, 1951	September 7, 1951
Haiti		
Honduras	September 7, 1955	October 10, 1955
Mexico	April 1, 1954	August 11, 1954
Nicaragua	May 22, 1956	August 22, 1956
Panama	March 16, 1951	April 6, 1951
Paraguay	September 10, 1951	December 19, 1951
Peru		
Dominican Republic	April 11, 1949	April 22, 1949
Uruguay	August 13, 1968	September 11, 1963
Venezuela		
TOTAL: 20	15	15

Source: Department of Legal Affairs, General Secretariat of the Organization of American States, Washington, D.C. U.S.A.

Courtesy of General Secretariat of the Organization of American States, Inter-American Commission of Women.

At the present, women continue the struggle for their rights. In 1972, 4,000 workers -- mostly women -- went on strike against the Farrah Company. The nationwide boycott of Farrah mens garments was a complete victory for the workers.

Among Puerto Rican women are:

Mariana Bracetti who embroidered the standard of the Grito de Lares, the first Republic of Puerto Rico in 1868.

Lola Rodriguez de Tio, revolutionary and poet who wrote the Puerto Rican anthem.

Maria Martinez de Peres Almirioty, who was elected to the Puerto Rican Senate in 1936.

STEREOTYPE

There is no cultural or linguistic difference between Hispanic Women -- "You've seen one, you've seem them all."

FACT

The Spaniards came to America in 1492. They occupied part of North and South America and the totality of Central America. Racial integration with the Native-American nations began immediately. They had different languages, cultures, and civilizations. The racial, cultural and linguistic integration has continued. Today, we find 21 countries that, although they share the same language, they have different dialects, values, culture and folklore. The majority of these people are Catholic; but Protestant, native religions, Judaism and other religions are practiced by Hispanic people also.

In the United States, the Hispanic population is mixed -- a great number of them have remained here since 1525 and are descendants of the Conquistadores. Their dialects still preserve traces of sixteenth century Spanish. Others immigrated from Mexico, Cuba or other countries of South America.

STEREOTYPE

...Hispanic women are accustomed to a passive role of wife, mother and homemaker. Latin women do not want to rebel -- at least in her physical appearance she wears a blouse, a sweater and skirt.

FACT

Spanish women have inherited racially integrated Indian and Spanish blood. From pre-Columbian times to the present, she has risen in defense of her rights:

The Indian Cacica Yiusa died defending her land from the Conquistadores in 1514.

Fray Gaspar de Carvajal, in 1541, an explorer-priest, writes in his book, Discovery of the Great River of the Amazons:

"The Indians were protected in (the battle) by ten or twelve women Amazons that fought in the front lines like captains. They fought in such a manner that the Indians didn't dare turn because the women warriors killed them..."

It is impossible to enumerate all the women who took part in the colonization of the American continent, but Sor Juana Ines de la Cruz was the most prominent one in the seventeenth century. She denounced the biased educational system of Spain against women and the double moral standards.

Felisa Rincon de Gautier was mayor of San Juan Puerto Rico for 23 years. In 1954 she became President of the Interamerican Congress of Municipalities.

Carmen Maymi (Puerto Rican) became the first Latin women Director of the U.S. Department of the Labor Women's Bureau.

Cuban and other Latin American immigrant women have more and more become victims of discrimination and sex bias. In their home countries, women were free to choose and pursue any career. It is common to find women medical doctors, veterinarians, engineers, architects and lawyers. As immigrants to the United States, however, discrimination has come in the form of refusing to recognize their professional diplomas as equal to the ones given at the American colleges and universities. Recognition of foreign colleges, technical universities and universities is definitely color-oriented. Professional degrees from Latin American colleges, technical and industrial universities and universities have become an excuse to justify excluding Cuban and other Latin American women from employment, certification and equal pay. Foreign educated women are subject to additional requirements to endlessly continue their education. Latin American teachers' certification is not recognized, although their training may be just as good, or better, than American teachers' training. As a result, their salaries are consistently lower than Spanish men and considerably less than Anglo women or men.

STEREOTYPE

Hispanic women are interested only in being homemakers because of male dominance. The term "machismo", also a stereotype, singles out Latin men as chauvinists. It has also become a justification for excluding Hispanic women from educational equity and employment, and has divided the community.

FACT

Minority labor force participation rates are higher than those of white women. While 49 percent of all minority women and 46 percent of white women were in the labor force in 1975, 42 percent of Hispanic origin women were in this labor force. The highest Hispanic labor force participation rate was among those 20 to 24 years of age (55 percent).[4] In Wisconsin, approximately 45 percent of the migrant workers are women.[5]

Table 7.--Employment of Persons of Spanish Origin, by Major Occupation Group, Type of Origin, and Sex, March 1974 1/

(Persons 16 years of age and over)

Major occupation group	All women	Total women of Spanish origin	Mexican	Puerto Rican	Other 2/	Men of Spanish origin
Number in civilian labor force (in thousands)	35,321	1,400	757	163	480	2,408
Number employed (in thousands)	33,200	1,262	683	147	433	2,236
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Professional, technical workers	15.5	6.0	4.5	8.8	7.6	6.7
Managers, administrators	4.9	2.9	1.6	4.8	4.2	7.3
Sales workers	6.7	4.0	4.0	2.0	4.4	3.0
Clerical workers	34.9	28.3	27.5	26.5	29.8	7.0
Craft workers	1.7	2.1	1.6	4.8	2.1	17.6
Operatives, including transport	12.9	30.2	29.3	38.1	28.9	27.0
Nonfarm laborers	.9	1.1	1.2	1.4	1.2	11.4
Farmers and farm managers	.3	--	--	--	--	.4
Farm laborers and supervisors	1.0	2.6	4.2	2.0	.2	7.4
Service workers	21.2	22.9	26.1	10.9	21.7	12.0

1/ A more detailed listing of occupations of women of Spanish heritage may be found in the 1970 Census of Population Report, "Detailed Characteristics, U.S. Summary."
2/ Includes persons of Cuban, Central or South American, and other Spanish origin.

Source: U.S. Department of Commerce, Bureau of the Census: Current Population Reports, P-20, No. 280.

[4] Women Workers Today, U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1976.

[5] Wisconsin Dept. of Labor and Rural Manpower.

STEREOTYPE

Hispanic women's vocational interests are in the homemaking areas -- especially sewing and cooking.

FACT

Labor statistics indicate that the Hispanic women (30%) are operative in the areas of unskilled or semi-skilled work. The second largest work area for them is in the clerical field. (26.2%)[6]

In Madison, Wisconsin, Maria Antonia Pinzon from Colombia, S.A., a welding student at MATC states: "Since I came to this country, I tried several traditional occupations.

There is no future in traditional careers for women."[7]

[6]Varisco de Garcia, Norma, Education and the Spanish Speaking Woman: a Sad Reality, (briefing paper on bilingual education, June, 1975).

[7]Vida, Vol. 2 # 10, Oct., 1977.

ATTITUDES TOWARD HISPANIC WOMEN

Self-Inventory

You are the type of person that always finds something positive and you want not only to comply with the latest legislation, but you are proud of your institution; you want to have some programs for Spanish women. Is your attitude positive?

INSTRUCTIONS: There are five possible responses for each statement:

1 - Strongly Agree; 2 - Agree; 3 - Undecided; 4 - Disagree; 5 - Strongly Disagree

Please circle only one of the five responses with pen or pencil.

1.	The fact that Spanish women are bilingual means that they can function in two languages.	1 2 3 4 5
2.	The fact that they have exposure to two different cultures gives them a better understanding of people. They get along better.	1 2 3 4 5
3.	The fact that life has been harder for them has made them more resourceful.	1 2 3 4 5
4.	Since they have been or are migrants, they are more eager to settle and keep their jobs.	1 2 3 4 5
5.	Spanish women that have immigrated to the U.S. are more competitive (pioneer-like) and will work harder.	1 2 3 4 5
6.	Spanish women are less or not emotional. They have endured more hardship and are stronger.	1 2 3 4 5
7.	They will be less interested in leisure. They need to work because a great percentage of them are heads of the family.	1 2 3 4 5
8.	They take criticism in the proper perspective; they are less insecure.	1 2 3 4 5
9.	Some of them do not speak English. None of our ancestors did, but they learned and made it.	1 2 3 4 5
10.	I believe people of all races, sex and creeds should have equal opportunity.	1 2 3 4 5
11.	They will be more at ease with non-traditional occupations for women, such as veterinarians, mechanics, electricians, welders, because they will not have to deal with language barriers.	1 2 3 4 5
12.	I cherish the democratic system that advocates that all people have the right to participate.	1 2 3 4 5
13.	If they pay taxes, they should be represented.	1 2 3 4 5
14.	I believe the vocational education system can improve the economy of our region by enhancing the employability of Hispanic women.	1 2 3 4 5

MIGRANT VOCATIONAL EDUCATION

The Vocational Education Amendment Act of 1976 includes special provisions for vocational education for socio-economically disadvantaged persons.

Vocational educators will be confronted with increasing demands to develop programs to meet the occupational needs of the migrant population. It is important then, to recognize several barriers in order to accomplish the task.

* Increasing farm mechanization will result in less and less need for unskilled migrant workers and laborers.

* The 1969 Census data showed that almost 30% of the Spanish women over 25 years of age could not read or write English. In all probability, migrant women would surpass these figures.

* Since migrants are nomadic, the schooling of children is constantly interrupted. For the migrant children who are in school, their level of educational attainment is below the grade level of their age peers.

* Elementary drop-out rates are the highest in America. Since childhood migrants have become aware that their earnings increase the family income.

* Migrant education under Title I of the Elementary and Secondary Act, was amended only in November, 1966 to include the children of migratory workers. In 1975, children of migratory fishermen were included.

* Vocational educators may correctly assume that migrant educational programs are generally improvised overnight and are basically inferior to public school education.

  Many states provide only eight weeks of summer recreational (non-educational) programs even though migrants may remain in the area long after the fall classes have been initiated.

  Local public schools, especially the rural ones, are unaware (or unwilling) to comply with the LAU decision. Failure to use bilingual education methods, curriculum and material is widespread, along with failure to use Title I for low income pupils.

Many states and schools unburden their responsibility by subcontracting with cooperative educational services that are themselves not in compliance or a bilingual/bicultural staff is non-existent or they are hired overnight for a period of eight weeks. Programs are planned without the Spanish community's input as is required by law. The expertise of Spanish educators is ignored; the teacher's training amounts to one or two days of a workshop and the result is that the pupils generally are deprived of bilingual/bicultural compensatory material and curriculum.

Vocational educators may correctly assume that unprepared agencies such as those mentioned, fail to prepare migrant pupils for pre-vocational career decision. Tracking migrant students into definite vocational occupations seems to be the rule rather than the exception. Unbiased bilingual pre-vocational preparation for migrant students seems to be foreign to the educational agencies. Title I generously makes provisions and grants funds for programs to assess and identify the educational needs of migrant pupils and to provide for educational programs by means of remedial instruction, including health and nutrition, psychological services and cultural development in pre-vocational training and counselling. Basic education is given particular emphasis in the law, especially language development in reading, speaking and writing -- both in Spanish and in English.

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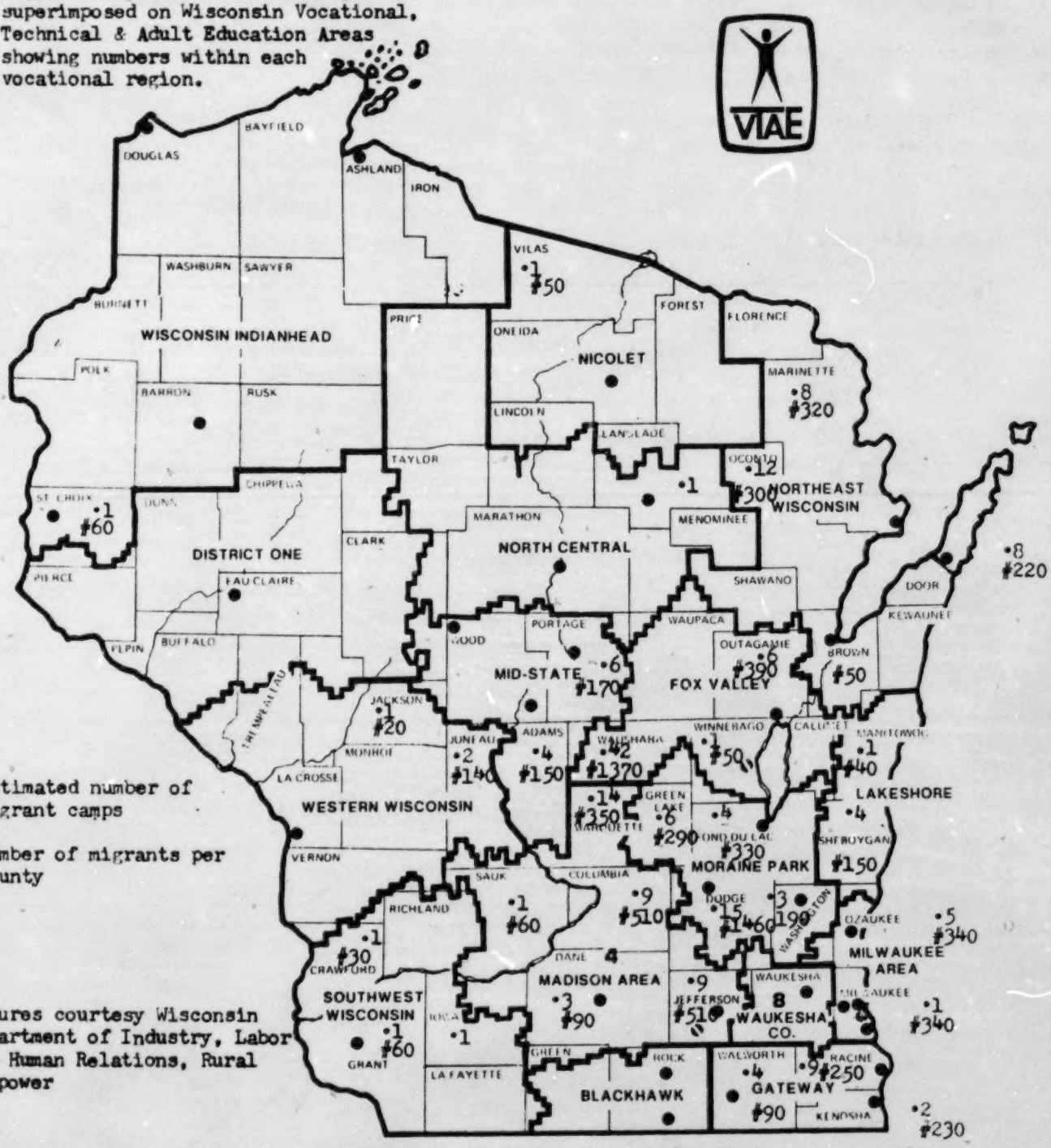
VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS AND FULL-TIME CAMPUSES

Migrant camps and number of migrants superimposed on Wisconsin Vocational, Technical & Adult Education Areas showing numbers within each vocational region.



*Estimated number of migrant camps

#number of migrants per county

Figures courtesy Wisconsin Department of Industry, Labor and Human Relations, Rural Manpower

Approved for Operation July 1, 1973

● Full Time Designated and Approved Programs

◔ Other Full Time and Special Offerings

CURRENT STEREOTYPES OF MIGRANTS

Stereotypes of migrants often are the most insurmountable barriers that migrants encounter. Vocational educators must accept the fact that migrant stereotypes are so widespread that they affect the delivery of services and the accountability of the educational agency including administration, counselling, financial aid, admissions and teaching.

Human relation courses, cross-culture experience, visits to migrant camps and field work are among the programs that must be designed to prepare the proper climate within the agency to sensitize staff and faculty members.

A superficial survey among vocational educators revealed some of the most common stereotypes:

. . . . . Migrants are illegal aliens . . . .

The above statement was expressed publicly by a school principal in a legislative hearing. The school official added "We don't own anything to the people who cross the Rio Grande to take away our welfare taxes."

. . . . . THE FACT IS....

Almost a million nomadic workers follow the crop harvest from Florida, Texas, California and Puerto Rico (Puerto Ricans are American citizens) to the northern states. THEY ARE MOSTLY RECRUITED BY THE DEPARTMENT OF LABOR in their home states. Farmers, canners, growers and plant processors line up their demands early in the season. The desperate efforts of the migrants to be in the right place at the right time for the short and fluctuating seasonal labor demands are rewarded with the lowest social, economic and educational status in the United States.

TABLE NO. 5

NUMBER OF AGRICULTURAL WORKERS REFERRED BY STATES
from Puerto Rico
(1969-1975)

STATES	1969	1970	1971	1972	1973	1974	1975
Connecticut	4,621	3,253	2,780	2,645	3,336	3,546	-
Delaware	2,355	1,922	1,587	1,691	1,670	1,543	1,077
Illinois	11	-	-	-	-	-	-
Indiana	17	19	15	43	71	68	-
Maryland	248	133	129	79	145	84	22
Massachusetts	1,9[illegible]	2,149	1,283	990	1,290	724	108
Michigan	142	46	16	-	-	-	-
New Hampshire	54	23	20	19	27	14	81
New Jersey	8,938	8,541	6,668	5,141	6,188	5,079	3,063
New York	2,188	1,737	1,245	957	1,375	1,156	743
Ohio	299	191	-	-	-	-	-
Pennsylvania	701	577	209	116	134	134	112
Rhode Island	105	95	61	81	92	93	63
South Carolina	192	180	94	129	304	311	365
Wisconsin	15	18	12	9	9	8	5
TOTALS	21,864	18,884	14,119	11,900	14,641	12,760	5,639

Table courtesy 1975 Annual Report Commonwealth of Puerto Rico, Dept. of Labor, Rural Employment and Training Services Bureau of Employment, Security, Hato Rey, Puerto Rico.

Characteristics of migrant workers hired by Wisconsin

Characteristics of Workers

Home State		State of Last Employment		State of Next Employment	
Texas	5,239	Texas	3,135	Texas	4,508
Florida	294	North Dakota	546	Florida	367
Wisconsin	84	Minnesota	505	Ohio	343
Mexico	58	Florida	451	North Dakota	202
California	47	Illinois	313	Wisconsin	95
Louisiana	32	Montana	191	Illinois	79
Oklahoma	32	Ohio	114	Indiana	64
Illinois	28	Nebraska	107	Mexico	57
Mississippi	24	Wisconsin	76	Arizona	44
Tennessee	16	Indiana	60	Oklahoma	31
New Mexico	15	Mexico	49	Mississippi	24
Oregon	14	Colorado	47	Idaho	22
Arizona	13	Arizona	44	Minnesota	21
Kansas	13	California	36	Missouri	21
Wyoming	11	Tennessee	35	Michigan	15
Michigan	8	Louisiana	32	Oregon	14
Missouri	8	Michigan	26	Washington	14
Puerto Rico	7	Washington	26	Kansas	12
Iowa	6	Idaho	24	Puerto Rico	12
North Dakota	4	Mississippi	24	Colorado	8
Colorado	2	Wyoming	24	New Mexico	4
New York	1	Oregon	13	California	3
		Puerto Rico	16	North Carolina	3
		New Mexico	15	Louisiana	2
		Oklahoma	13	New York	1
		Kansas	12		
		Missouri	8		
		New York	4		
		Arkansas	3		
		Iowa	2		

Courtesy Department of Industry, Labor and Human Relations, Wisconsin Migrant and Rural Services Annual Report.

. . . . . Migrant women are not work oriented; they are child bearers . . . . .

. . . . . THE FACT IS....

Migrant women in a clanish society where income is derived from a "piece-work" harvest, become the providers of bodies and working hands. Migrant women, at ten to twelve years of age, are physiologically adults. Brides of fourteen and fifteen are common; their husbands are likely to be the same age or not very much older.

Pregnancy, nursing or labor pain does not keep migrant women at home. According to the 1973 Department of Labor Farmworker Task Force, from a total of 203,000 migratory workers, 170,000 were male; 34,000 were female ranging in age from fourteen to sixty-five. In Wisconsin, the Department of Labor Migrant Services estimates that 35% of the migrants coming to Wisconsin are women. The existence of migrant camps exclusively for women is not uncommon.

. . . . . Migrants have a great life -- they live outdoors . . . . .

. . . . . THE FACT IS....

They live in substandard housing and suffer from ill health. Women and children who engage in the hard field work of bending and lifting, tend to have spinal deformation and tend to be vulnerable to infectious diseases of the respiratory system. Parasitic diseases and accidental death due to the exposure of insectisides are among the ills affecting migrant health.

Miscarriage, premature birth and mother-child mortality are among the highest in the nation. Fatigued and undernourished mothers lower the child's resistance to diseases.

Compounding the problem is the unavailability of bilingual/bicultural doctors, nurses and health officials and the lack of preparation by any health personnel to deal with specific health diseases of the migrants. A health-related stereotype of a migrant was expressed candidly by a medical doctor in a migrant clinic. He wrote on the child's card, "This child belongs to a race of people who are short in size...." Public health nurses untrained in ethnic medicine persistently give tuberculosis skin tests to migrant children who have received the B.C.G. (anti-tuberculosis vaccine) at birth.

. . . . . Migrants are poor because they are lazy . . . . .

. . . . . THE FACT IS....

Their mobility, unpredictable income, and nature of their work, creates special problems for them. Migrants are generally paid on a "piece-work" basis rather than by the hour. They suffer from legal discrimination and exclusion from unemployment insurance, workmans' compensation and labor laws. They are partially covered by Social Security and Minimum Wage Laws. The average annual income reported to the 1973 Congressional Inquiry is as follows:

	Mexican Americans	Blacks	Phillipino, whites, others
Average Annual Income, 1970	$ 2,130.00	$1,448.00	$1,888.00
Average size of the family	6.4	5.5	4.2
Average number of workers per family	2.3	2.0	2.0

Average number of days worked and wages earned at farm and nonfarm wagework, 1973

	Number of Workers	Farm and nonfarm			Farm			Nonfarm		
		Days Worked	Wages earned per year	Wages earned per day	Days Worked	Wages earned per year	Wages earned per day	Days Worked	Wages earned per year	Wages earned per day
All Migratory workers	203,000	150	$2,517	$16.85	98	$1,597	$16.35	52	$920	$17.70
South	60,000	166	2,454	14.75	114	1,479	12.95	52	975	18.65
West	89,000	166	3,134	18.85	132	2,437	18.50	35	697	20.15

Of the 203,000 migratory workers, 108,000 or about 53 percent did farm wagework only. These individuals averaged 138 days of work during the year for an average of $17.70 per day, or $2,457 per year. The following table shows the distribution of migratory workers by days worked.

CRS-15

Distribution of migratory workers by days worked

Days Worked	Number Working (in thousands)	Percentage Working
Less than 25	57	29
25-74	57	28
75-149	37	18
150-249	23	11
250 and over	29	14
Total	203	100

Raymond Schmitt, Education and Public Welfare Division, Congressional Library of Congress Research Service, The Migrant Farmworker Situation in the U.S., The Problems and the Programs, April 17, 1975 (HD 5856 75-115 ED)

SELF INVENTORY OF ATTITUDES TOWARD HISPANIC WOMEN

Hispanic women: (answer yes or no)

1. follow their husbands' ideas and values . . . . . .
2. are not interested in vocational, technical nor adult education because they prefer to have their husbands advance . . . . . .
3. lack initiative; therefore they remain at home . . . . . .
4. are undecided about careers and they need their family to decide for them . . . . . .
5. do not fight for their rights . . . . . .
6. are opinion-shy and do not function well in team work . . . . . .
7. will never make good supervisors because they do not have the personality for it . . . . . .

Give yourself 10 points for each "no" answer. If you score below 50 percent of the total of 70, you have the stereotype of Hispanic women as submissive human belings. You do not perceive them worthy of education nor as employees. Maybe that is the reason they have not been included in your program?

LET'S TRY TO ANSWER THE FOLLOWING QUESTIONS:

Hispanic women: (answer yes or no)

1. are happy with menial jobs . . . . . .
2. may start a career or job but they will not finish . . . . . .
3. will not attend classes or will miss work because they are used to leisure . . . . . .
4. have a tendency to postpone their work . . . . . .
5. will not want to get involved in student organizations or workers' unions . . . . . .
6. do not have ambitions, but only live day to day . . . . . .
7. prefer to be supported by a husband or by welfare . . . . . .

Give yourself 10 points for each "no" answer. If you score below 50 percent of the total of 70, they stereotype that you have of Spanish women will not permit you to interact with them as teachers, counselors or administrators of vocational education.

BILINGUAL VOCATIONAL EDUCATION

What is Bilingual Education?

Bilingual Education is the teaching of two languages and using them as the medium of instruction in any or all parts of the curriculum. Since language is part of the culture, the study of both cultures is integral to bilingual education.

Why Bilingual Education?

This method can prevent people from lagging in occupational performance until sufficient English is mastered. It provides a basis for equal opportunity among people and, therefore, for contribution to the community from all people.

Is Bilingual Education a segregated program?

All people, regardless of native language, are eligible. It is not a segregated program although, in some instances, it may be a remedial program. The methods of teaching English must address the particular difficulties of each of the different languages such as linguistic difficulties and transfers.

Is it politically dangerous for a country to have multiple languages?

Many countries in the world are multilingual: Russia, China, Belgium, Spain, Switzerland, among others.

How come these people don't learn English like everyone else? My grandfather did.

Grandfather came from the old country with full command and development of his own native language. He spoke, read, comprehended and wrote the language at home and in the community. Learning another language meant to learn to translate from English to his native language. He became proficient when his mental transfers were automatic.

Why is learning English more difficult for Mexican-Americans?

Contrary to what happened to grandfather, the sixteenth century Spanish language of the Conquistadores has been transmitted orally with no school reinforcement. The last two centuries of slavish contact with English have resulted in a dialect that contains cross English and Spanish grammatical markedness. Complete bilinguism occurs only when two languages are learned as separate entities.

Coordinated language developmental skills develop over an extended period of time in a normal child. By the time an English-speaking child enters elementary school she/he has a quantifiable ability in the following categories: (1) vocabulary diversity (lexicon) categorization of semantic-syntactic features on a matrix. This process is the marking which specifies particular aspects of the semantic-syntactic patterning of the lexical item; (2) Encoding and decoding markers; (3) Associative feature-marking process which involves a hierarchy of features and conceptualization of restrictive and free choices; (4) Simple sentence structure (i.e. syntactic maturity); (5) narrative organization (i.e. ability to organize and express complex ideas; (6) Understanding words and sentences (i.e. decodability). The child has developed these at home and had them reinforced by the community and upgraded and enhanced at school.

The Hispanic child raised in Latin America has a comparable language development with the English-speaking child. The Chicano and Puerto Rican child's language development in both the English and the Spanish language results in cross or confused markings. She/he is not able to take advantage of the process of transferring (translating) the English/Spanish matrix of features in order to attain in time the level of language development of the Anglo child. The Spanish spoken today by the Hispanic community in the United States is beginning to show characteristics of a dialect different from Latin American Spanish because of the oral status that has been maintained and the constant exposure to English.

The most efficient method to help the Spanish student to attain this higher level of linguistic development is the bilingual method. This method helps the student to segregate the associative feature-marking process, thereby helping her/him to attain an equivalent level of language development comparable to their Anglo peers. If, in addition, the student is simultaneously taught the English language as a second language, the English marking system is internalized and the student develops a universal concept of language acquisition.

The Vocational Education Amendments of 1976 became law on October 12, 1976. The HEW regulations for the implementation of the program are available. The outline which follows can be used in conjunction with these regulations in planning a bilingual vocational education program:

OUTLINE OF COMPONENTS OF BILINGUAL VOCATIONAL EDUCATION

Planning and Administration of the Program

The program should be planned, designed and administered by qualified bilingual personnel in compliance with Civil Rights, Title IX and other equal rights regulations.

Supportive Services Components

Outreach, recruitment and community liaison is indispensable. Financial assistance and training allowances should be included in the overall planning. A tutoring program is extremely useful supplementary to the overall program.

Admissions

Admissions must be in compliance with Women's Educational Equity Act, Title IX and other civil rights legislation. Women must be admitted to all vocational training curriculae.

Initial Assessment and Placement

Assessment of English proficiency according to LAU recommendations*

- -- where applicable (e.g. bilingual teacher aids)
- -- native language literacy assessment
- -- vocational assessment and career aspiration to be measured by bilingual bias-free instruments

*Task force findings specifying remedies available for eliminating past educational practices ruled unlawful under LAU v. NICHOLS, 1975.

Curriculum
Language Component

English as a second language, or similar courses, may be advised after assessment for persons with limited English abilities.

Basic Adult Education

English and/or remedial English programs for students who need to enhance their basic English skills.

Occupational English

should be an integral part in all English programs. This component can be individualized for students through the use of bilingual vocational texts and dictionaries, audio-visual tools and applied in a modular method within regular coursework.

Vocational Component

Basic skills such as consumer nutrition education, physical hygiene, and body mechanics can be taught in Spanish as well as English.

Bilingual Occupational Training

In vocational education, the native language must be used to make the subject comprehensible to the student. The extent of native language usage should be geared to the student's ability to understand the fundamentals of the subject. Instruction can be progressively bilingual until full proficiency in English is attained. This transitional bilingual method allows the student to gain mastery of both English and occupational skills simultaneously.

The amount of training time needed to master both subjects is considerably reduced.

Instruction in machine shop, including engine lathe, turret lathe, drill press, horizontal and vertical mill, surface grinder, hacksaw and bandsaw can be taught perfectly in Spanish. Spanish books -- some translations from current English textbooks -- are available at technical universities in the Spanish speaking countries. Related subjects including blueprint reading, shop math, communications and social problems can also be taught in Spanish.

Typing and shorthand (Gregg System) is taught in Spanish as well as other related subjects such as business and communications. Curriculums and books are available in Spanish.

Progressive Assessment

may be used to determine the student's readiness to enroll in all English course work.

Research Component
Vocational Curriculum Research

-- Research in the area of textbooks and movies, brochures and other classroom material containing sex and race biases
-- Research in bilingual curriculum
-- Research will be needed in teaching methodology
-- Research also may be needed to study the importance of dialectal differences in the classroom communication

Vocational Material Research

to be translated or adapted. Possibilities would be
-- additional bilingual vocational occupational dictionaries
-- instruction by means of bilingual television series, etc.

Bilingual Vocational Instructor Training Program

Quality of Instructors:

The Vocational Education Act requires "rigorous procedures for assessing and documenting the bilingual instructor training program including both the vocational component and the language component in order to provide:

105.616 (v) Evidence that the applicant institution can provide instructors with adequate language capabilities in the language other than English to be used in the bilingual job training.

The act not only is demanding but, at the same time, generously provides funds:

"$60,000,000 is authorized for Fiscal Year 1978 increasing to $80,000,000 for Fiscal Year 1982 for bilingual vocational training programs. Sixty-five percent of this amount is earmarked to conduct bilingual training programs, twenty-five percent for pre-service and in-service programs to train instructors of bilingual vocational training programs, and ten percent for grants for the development of instructional materials, research, demonstration activities and related teacher training activities."

Vocational education instructors then, must possess both "the job knowledge and skills on the subject of teaching." They must, by law, "possess the dual capabilities required for adequate instruction of persons handicapped by their limited English-speaking ability." (subpart 3, 105.611)*

Bilingual vocational teachers need to be trained not only to communicate in Spanish but also must be able to diagnose and understand the linguistic difficulties of the students. It is not enough to be an excellent teacher of English or Spanish. She/he has to be trained to understand the contrasting linguistic difficulties between English, which is an analytic language, and a more agglutinative one such as Spanish. Guidelines for preparation and certification of bilingual teachers are consistent in this area.**

*

** Guidelines for the preparation and certification of teachers of bilingual/bicultural education, Center for Applied Linguistics.

Unfortunately teachers of English and Spanish come from institutions offering more courses in domestic and foreign literature rather than linguistics. Courses in structural linguistics of English or Spanish are seldom offered, much less contrastive grammar. Prospective teachers of English and Spanish upgrade their syntactical abilities by means of writing compositions and endless papers. They graduate with the prescriptive approach to language usage that for too long has placed the English teacher in a position of community arbiter of usage. This outmoded approach is responsible for the bias against poor peoples' dialects without offering adequate remedial instruction.

CRITICAL NEEDS

The vocational educator must also be aware that the critical need for more and better trained persons in occupational categories is vital to both the person and the economy. And, in the case of Hispanic women -- and the Hispanic community in general -- it relates to the health and nutrition educational field. Health education and training for the Hispanic community is a problem of life and death.

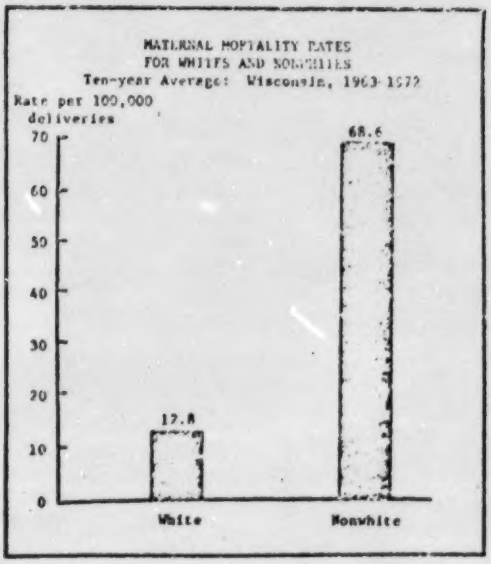
Health problems in the Spanish communities are severe. In the period from 1963 to 1972, maternal mortality rates among non-whites were about five times higher than those among whites. Health, Education and Welfare makes special provisions for contract compliance under the law.

> In communities with large numbers of national origin minority persons, such as Spanish Americans, Orientals or American Indians, special measures to deal with language problems must be undertaken.

Instruction in basic cure of patients, including nutrition, physical hygiene measures, body mechanics and use of special equipment, including additional instruction in the clinical phase of patient care can be perfectly well taught in Spanish.

Maternal deaths
(Resident data)

Race	10-year Ave. Number
White	96
Nonwhite	30



Graph courtesy of the Division of Health, Wisconsin Department of Health and Social Services, Health and Demographic Data for Evaluating Family Plannining Needs, Wisconsin, 1973.

VOCATIONAL EDUCATION: A CETA PRIME SPONSOR

Job training, vocational education and employment opportunities have been funded partly or totally under the Comprehensive Employment and Training Act (CETA) of 1973.

CETA participants and vocational students learn skills through classrooms and on-the-job training. They acquire job experience and expertise in public service jobs. CETA participants also receive supportive service such as job-confidence and job-referral and placement.

Researchers interested in the study of the components of the CETA participants may be appalled to find that data on minority women CETA participants is unavailable or insignificant, although minority women constitute the lowest economic strata.

The apprenticeship laws and state statutes are intended to

-- assist in the development of skilled workers in the state's industries;
-- act as protective and enforcement factors to enable the state's citizens to learn skilled occupations in an organized manner.*

Licensing is required in barbering, cosmetology, plumbing, watchmaking, sprinkler fitting, construction, industrial manufacturing, service, graphic art and some other 300 apprenticeable occupations.

Language barriers must be eliminated if licensing is granted solely on learned skill abilities. Hispanic people are subject to demonstrate not only skills learned but English proficiency since the license testing is in English which constitutes an additional skill not required of others.

Surveys must be initiated to gather data on the number of Hispanic women at all levels of manpower, state councils, state vocational advisory councils, and CETA prime sponsors.

A model table may help prime sponsors to take the first steps to a more comprehensive research program. Vocational educators may be cautious about unburdening the responsibility of training Hispanic women by relying on other prime sponsors or sub-contracting with non-educational agencies where training may not be equal to that provided by vocational education agencies.

* Wisconsin Statutes, Chapter 106.

STATE OF WISCONSIN MANPOWER SERVICES

	Total Enrolees	% Hispanic Female	% Hispanic Male	% White Female	% White Male
VOCATIONAL EDUCATION					
-- Post highschool training in work related skills					
-- Adult basic education					
-- Associate degrees granted					
WORK INCENTIVE PROGRAM					
-- JOB PLACEMENT					
-- work experience on the job training					
-- JOB SERVICE					
-- interviewed and counseled jobs developed					
VOCATIONAL REHABILITATION					
-- Disabled people served					
CAPSTONE					
-- Vocational training at the twelfth grade					
-- seniors placed					
(CETA)					
COMPREHENSIVE EMPLOYMENT AND TRAINING ACT					
-- Emergency jobs and U.I. Act					
TITLE I					
1 - Milwaukee County					
2 - TRICO-CETAC (Racine, Walworth, Kenosha Counties Consortium)					
3 - WOW (Waukesha, Ozaukee, Washington Counties Consortium)					
4 - Rock County					
5 - City of Madison (Dane County Consortium)					
6 - Winnebago/Fond du Lac Counties Consortium					
7 - Outagamie County					
8 - Marathon County					
9 - Northwest Concentrated Employment Program (serving 10 counties)					
TITLE II					
-- Public Service Employment					
-- Other activities					
TITLE III					
Title II Prime Sponsors:					
-- United Migrant Opportunities Services					
-- High School Equivalency Program (HEP)					
TITLE IV					
-- Blackwell Center					
-- Job Corps					
-- Other youth programs					

INTERAGENCY PROGRAMS ON CORRECTION EDUCATION

Some states, Wisconsin included, have made commendable efforts to provide educational opportunities for correctional inmates. Vocational educators must be sure that they have enlisted, contracted or sub-contracted with agencies that are in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Ammendments of 1972.

Vocational educators must be sure that Hispanic educators and law enforcement officials are included at all levels of the interagency program. Vocational educators may wish to review data on the portion of minorities in the contractual agencies. The data obtained may include, for example, ethnicity, sex of law enforcement personnel, administrators and inmates.

The correctional institutions may have a large proportion of minorities -- e.g. Spanish-speaking inmates and would require Lau programs in bilingual teaching and learning compliance.

Vocational educators, by enlisting and reviewing state agencies in this effort will gain benefits of their own special knowledge and increase the awareness of the states to their own Title VI, Title IX and Title II responsibilities.

A review will emphasize the availability of bilingual-bicultural teachers and programs.

Also:

1) whether the interagency committee members reflect the sex, racial and national origin composition of the state;
2) whether the effect of assigning inmates to ability groups or tracks, is to create and maintain racial or language groups of inmates would result in further elimination of opportunities for them -- e.g. cosmetology for women;
3) whether programs offered to inmates are tailored to suit institutional expansion of programs rather than to suit the licensing and certification possibilities of the inmates -- e.g. butchery for inmates that, once on parole, cannot receive a license or practice because of the possession of weapons limitations;
4) whether study-release programs for inmates reflect racial, sex, and national origin composition of the inmate population;
5) whether corporations offering programs within the correctional system require trainees according to race or language.

Highlights of the Vocational Education Title II of the Amendments of 1977

Subpart Bilingual Vocational Education:

Bilingual Vocational training program 105.601 contains two main recommendations:

> The purpose of the bilingual vocational training program is to prepare persons of limited English-speaking ability to perform adequately in an environment requiring English language skills . . .

and

> . . . to fill the criteria needed for more and better training persons in occupational categories vital to both the persons and the economy . . .
>
> The vocational educator must be sure that in order....to prepare persons of limited English-speaking abilities to perform.

In order to carry out the first purpose of the Act, vocational educators must be sure

> . . . that the program will include instruction in the English language and in the trainee's dominant language in order to insure that participants in the training will be assisted to pursue occupations in work environments where English is the language normally used.
>
> Sup. 5. 105.604(d)

Eligibility

The Act (105.602) makes provision for the Commissioner to grant 65 percent of the funds available for programs to award eligible contractors to operate bilingual vocational training programs. These programs are aimed at:

a) persons who have not completed or left elementary or secondary school, and
b) persons who have already entered the labor market and who desire or need training or retraining to achieve year-round employment, adjust to changing employment needs, expand their range of skills, or advance in employment.

Bilingual Vocational Instruction

Bilingual courses will facilitate the comprehension of the subject taught and will prevent the student from lagging in occupational performance .

LEGISLATION AFFECTING THE EDUCATIONAL NEEDS OF SPANISH SPEAKING PERSONS

TITLE IX subpart D (see regulations No. 86.36 to No. 86.82, inclusive)

> No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or other educational program or activity operated by the recipient which receives or benefits from federal financial assistance.

Access to course offerings:

> No educational program, activities, or courses may be segregated by sex. Consequently, no course or activity may be required of one sex but not to the other. Sex may not be used as the basis for refusing a student participation in any activity or program. Such courses as health, physical education, industrial, business, vocational, technical, home economics, music, and adult education are specifially mentioned.

THE LAU DECISION

On January 21, 1974, the Supreme Court of the United States Case No. 72-6520, Lau et al v Nichols et al.

Excerpts from the syllabus reads as follows:

> The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates section 601 of the Civil Rights Act of 1964, which bans discrimination based on race, color or national origin in any program or activity receiving federal financial assistance and the implementing regulations of the Department of Health, Education and Welfare. This class suit brought by non-English speaking Chinese students against officials responsible for the San Francisco Unified School District seeks relief against the unequal educational opportunities which are alleged to violate the Fourteenth Amendment.

This Supreme Court Decision became the law of the land in January, 1974.

Assessment of English Speaking Ability:

As a consequence of the Lau decision and the recommendations on the Lau Task Force, the U.S. Office of Education has established a five-level continuum of English language proficiency:

1. Monolingual speaker of a language other than English (speaks a language other than English exclusively).
2. Predominantly speaks a language other than English (speaks mostly the other language, but speaks some English).
3. Speaks two (or more) languages with equal ease (bilingual proficiency in in English and another language).
4. Predominately speaks English (speaks mostly English but able to understand and speak another language).
5. Monolingual speaker of English (exclusively).

THE ADULT EDUCATION ACT [1]

Sec. 306 (a) Any State desiring to receive its allotment of Federal funds for any grant under this title shall submit through its State educational agency a State plan. Such State plan shall be in such detail as the Commissioner deems necessary, and shall --

(11) provide that special assistance be given to the needs of persons of limited English-speaking ability (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965), by providing bilingual adult education programs in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under such title VII and bilingual vocational education programs under the Vocational Education Act of 1963;. .

Use of Funds for Special Experimental Demonstration Projects and Teacher Training

Sec. 309. Of the funds allotted to a State under section 305 for a fiscal year, no less than 15 per centum shall be used for --

(1) special projects which will be carried out in furtherance of the purposes of this title, and which --

(A) involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, . . .

[1]This is a compilation of the Adult Education Act, P.L. 91-230 and all of its amendments, including P.L. 93-380, through August 21, 1974 (20U.S.C. 1201-1211a)

OCCUPATIONAL PREDICTABILITY

Vocational educators must be prepared to cope with the future demands of the labor market. For all major occupations, the number of workers that will be needed will grow by about one-fifty between 1970 - 1980, as follows:

Professional and technical workers	864,400
Service workers	877,000
Crafts-persons and forepersons (skilled trades)	462,900
Managers and administrators	413,000
Operatives	515,800

Norma Varisco de Garcia indicates that specifically in demand will be accountants, architects, civil engineers, economists, physicians, psychologists, rehabilitation counselors and others.

It is evident that the increasing federal and state legislative demands on the provision of bilingual vocational education, the number of teachers of industrial, vocational and technical education will increase enormously.

The U.S. Office of Education, Office of Bilingual Education, in 1975 indicated that 48,000 to 77,000 bilingual teachers are needed.*

*Varisco de Garcia, Norma, Education and the Spanish Speaking Woman: a Sad Reality, (briefing paper on bilingual education, June, 1975).